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BIBLIOGRAPHY

I. SCHOOL TEXTS

Beginner's Spanish

by William Hanssler of the Yeatman High School, St. Louis, and
Clarence Parmenter of the University of Chicago.

XXV+294 pp. The symbols of the International Phonetic Association are used in connection with the explanations of pronunciation. These symbols are also used in the vocabulary to indicate pronunciation.

The body of the book is divided into 73 lessons. It is intended that grammar be taught by the Direct Method and inductively. First comes a connected Spanish text with those words in bold type which are examples of the rule dwelt upon in the chapter. The grammatical principles are brought out usually by questions. Instead of composition exercises to be translated into Spanish, there are exercises in Spanish to be worked over by the pupil. The grammar explanations at the beginning of the book are in English. Towards the end they are in Spanish. Irregularities of verbs are summarized at the end of the book. There is a Spanish-English vocabulary. The volume contains twelve illustrations.

1919. Charles Scribner's Sons. \$1.20.

First Book in Spanish

by J. P. Wickersham Crawford, of the University of Pennsylvania.
IX+399 pp. The first three pages of the text contain useful class-room expressions. The Introduction deals with pronunciation, accentuation and punctuation. The body of the book is divided into 55 lessons. Headings of chapters are given in both languages. At the end of each chapter, after the grammatical explanations, rules and paradigms, are reading and oral exercises, a cuestionario and a composition exercise. The cuestionario is prepared for the purpose of driving home the grammar rules of the lesson. There are also exercises with blank spaces to be filled in by the pupil. The reading exercises are in the form of connected discourse. At the end are the verbs regular and irregular, and the vocabularies. The book contains maps of Spain and South America.

1919. The Macmillan Co. \$1.20.

First Spanish Book

by Lawrence A. Wilkins, of the DeWitt Clinton High School, New York.

XV+259 pp. The book is a combination of reader and grammar for beginners. The Preface of six pages is devoted to an explanation of the purpose of the book with hints as to how most profitably to use it. After an introduction of twelve pages on pronunciation and accentuation, there are thirty-eight lessons. Each lesson begins with a piece of prose. Next comes a section devoted to grammatical forms and explanations. Next a cuestionario.

nario based on the text of the chapter. There are exercises with blank spaces to be filled in by the pupil. At the end of each chapter is a Trabajo Individual which is sometimes a poem to be memorized, sometimes a dictation exercise to be given by the teacher.

After the regular lessons there are thirty-eight composition exercises, a list of proverbs, a list of names of men and women, a table of verbs, and a Spanish-English vocabulary. A half-dozen poems and many drawings and maps are scattered throughout the volume.

1919. Henry Holt & Co. \$1.24.

Por Tierras Mejicanas

by Manuel Uribe-Troncoso, sometime Professor in the University of Mexico.

XIV+179 pp. (127 text, 50 vocabulary). The book is an elementary reader dealing with the geography, history, and resources of Mexico. At the beginning of the book is an extended list of works on Mexico with a brief description of each. The text is divided into four parts and sixteen chapters. There are fifty-seven illustrations.

1919. World Book Co. 88c.

La Muela del Rey Farfán

por Serafín y Joaquín Álvarez Quintero.

Edited with notes, exercises for conversation and vocabulary, by

Dr. Aurelio M. Espinosa of Leland Stanford Junior University.

XII+93 pp. (51 text, 9 cuestionarios, 28 vocabulary). The play is a *zarzuela infantil*, in five *quadros*. The notes, explaining grammatical difficulties are at the foot of the pages.

1919. World Book Co. 60c.

Juan de las Viñas

por Juan Eugenio Harzenbusch.

Edited by Dr. James Geddes, Jr., of Boston University.

XV+136 pp. (91 text and exercises, 5 notes, 38 vocabulary). This is a comedy in two acts, in prose. At various places in the text are groups of questions, followed by exercises for practice on the various parts of speech, by Grace E. Merrill and Bertha A. Merrill of the Boston University Graduate School. There is an introduction by the editor on the life and works of Harzenbusch.

1919. Ginn & Co. 60c.

Primer Libro de Lectura

by Gertrude M. Walsh of the North High School, Columbus, O.

XII+119 pp. (86 text, 1 proverbs, 9 ejercicios, 22 vocabulary). There is a short introduction on how to study words. The reader itself consists of twenty chapters, carefully graded. The text of the chapters deals with the activities of La Familia Rivera. At the end of each chapter there are conversation exercises, idioms and expressions to be memorized, proverbs, exercises in which the pupils are directed to reread the text, changing the

subject, etc., also sentences partly in Spanish, partly in English, in which the pupils are to translate the English into Spanish. Finally there are word groups, or families of words, based on Latin stems, etc. At the end of the book the proverbs are found in English. There are also composition exercises based on the text, and a Spanish-English vocabulary.

1919. D. C. Heath & Co. 52c.

Easy Spanish Reader

by Joel Hatheway and Eduardo Bergé-Soler, both of the High School of Commerce, Boston, Mass.

XI+386 pp. (302 text, 84 vocabulary). The text is a continued story, carefully graded, about a group of young folks at home and in school, in city and country. Without subordinating the text to the extent of becoming stilted thereby, each chapter emphasizes some phase of Spanish Grammar, such as the present of *tener*, possessives, etc. The words exemplifying these topics are printed in bold type. At the end of each chapter is a cuestionario and a brief composition exercise. Sixteen drawings illustrate the text.

1919. The Macmillan Co. \$1.10.

Spanish Taught in Spanish

by C. F. McHale, of the National City Bank of New York.

VIII+136 pp. The book is intended as a brief introduction to Spanish, giving the student, in a relatively short time, a good foundation in the fundamentals of Spanish. There are brief remarks on pronunciation and accent. The body of the book consists of thirty easy, practical lessons, where there is an abundance of exercises and little formal grammar. It is a book that may be used without the aid of a teacher.

1919. Houghton Mifflin Company.

MICHAEL S. DONLAN

HIGH SCHOOL OF COMMERCE
BOSTON, MASS.

II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

School and Society, IX, 210—C. W. Eliot, *Defects in American Education Revealed by the War*. (An alarming amount of illiteracy and physical ill health.) J. McK. Cattell, *The "Policies" of the Carnegie Company*.

211. C. R. Maxwell, *The Selection of Text-Books*.

215. David Snedden, *Proposed Revision of Secondary-School Subjects Looking to More Effective Education in Personal Culture and Good Citizenship*. (The writer has a definition of culture that is all his own. This "culture" is to be gained by abolishing all study of language and literature, including the English classics.)

216. E. L. Thorndike, *Tests of Intelligence*.

217. A. Livingston, *Modern Languages and the New World Order*. (More waving of the red flag. "Language study ought to be liberated from the incubus of philology and from the incubus of liberal literary culture." The remedy proposed is the founding of special schools of language, commerce, and diplomacy.)

223. J. Warshaw, *Why Spanish?* ("Before the war, the question 'Why Spanish?' came up rather frequently. It was then asked in an indulgent and patronizing tone. More recently, that tone has grown acidulous, not to say acrimonious, and the question is propounded with insistence. Teachers of Spanish appear to be in for a period of guerrilla warfare, and it may be that the skirmishes will develop into something larger. Let no teacher of Spanish lull himself in the persuasion that his subject is founded upon a rock and that it will, out of sheer righteousness, endure. The study of Spanish in our high schools and colleges will have to give an account of itself. 'There are Moors on the coast.'" We are attacked, he says, not only by teachers of the Classics and German, but also by some of our Romance colleagues. In fact Mr. Warshaw might have gone farther and pointed out that the study of Spanish is sometimes attacked, ungratefully, by those who are engaged in the teaching of it, notably by former teachers of German. But French and German were likewise under heavy fire a generation ago. In conclusion the author deals with the two fallacies that Spanish literature is unimportant and the language easy.)

229. *A Code of Ethics for the Teaching Profession*.

231. Lane Cooper, *Patterns*. (An excellent Phi Beta Kappa oration, delivered at Philadelphia, March 21.)

Modern Language Teaching, XV, 1, Feb.—E. A. Woolf, *Catalan*. D. F. Kerr, *Modern Teaching*. Anon., *Ancient or Modern?*

Education, XXXIV, 4, Dec.—W. H. Young, *The Relation of Instruction to Discipline*. (The four essentials are interest, discipline, enthusiasm, knowledge of the subject. "If he (the teacher) merely keeps ahead of the class during the year, he cannot expect to arouse much interest." Interest and attention. How to secure interest. Motivation.)

5, Jan.—John Bovington, *Ignorance and Experiment in Education*. Lilian L. Stroebe, *Organization and Management of Summer Schools for Modern Languages*. (A plea for the "Middlebury idea," with its three principles of isolation, concentration, and coördination. Students must start with a knowledge of the subject. Students must not be allowed to work in another department or language. The author thinks prose composition of little value in a curriculum like that of Middlebury.)

6, Feb.—Lilian L. Stroebe, Ditto, ctd.

7, March—A. C. Barrows, *Shifting Ideals of Education*, J. T. Williams, *The Teacher as a Social Worker*.

8, April—Kathryn H. Chalmers, *The Doctrine of Discipline*.

9, May—W. D. Armenhout, *The Theory of the Junior High School*. Lilian L. Stroebe, *The Background of the Modern Language Teacher*. (Contains useful hints on reading suitable for a teacher of Spanish.)

10, June—Mabel Carney, *Significant Movements in the Middle West*. (State aid to education. What Minnesota is doing along these lines.)

The History Teacher's Magazine, IX, 2, Feb., 1918—C. E. Chapman, *A Producing Class in Hispanic-American History*.

6, June—M. W. Williams, *Latin-American History for Secondary Schools*. (A scheme of study is outlined. The excellent bibliography here given is recommended to those eager to get a list of titles of books concerning South America.)

The Classical Journal, XIV, 5, Feb.—B. L. Ullman, *The Latin of the Future*. (According to the figures of the U. S. Commissioner of Education, the study of Latin is gaining consistently in the secondary schools, contrary to the general belief. In 1890 there were 100,144 Latin students in the schools; in 1915, 503,985. "Latin is still being studied by more pupils than German, French, and Spanish put together." Yet in the past 5 years there has been a drop from 50% to 39%. This is due to increased registration in the business and vocational training courses. Next year Latin teachers expect to see a drop in the east to be counterbalanced by an increase in the middle west, particularly in Iowa, Kansas, and Wisconsin.)

The English Journal, April—Flora E. Parker and S. A. Courtes, *The Value of Measurements*. Margaret Merrill, *Charting Errors*.

June—Katherine Morse, *Supervised Study*.

Revue Universitaire, XXVIII, 1, Jan.—Anon., *Le président Wilson à la Sorbonne*.

Feb.—Henri Yvan, *Version et gymnastique intellectuelle*. P. J. Crouzet-Ben-Aben, *La vie des étudiantes françaises aux États-Unis*.

March—P. Crouzet, *La vie pédagogique*.

April—A. Crémieux, *Le lycée et la réforme de l'enseignement*.

May—Gustave Lanson, *La renaissance de l'université française de Strasbourg*. Georges Weill, *Notes historiques sur l'enseignement des langues vivantes*.

The Bulletin of the New England Modern Language Association, IX, May—Ernest H. Wilkins, *Italian and Spanish in American Education*. (This paper is so fearless and frank that it deserves an equally frank reply. Mr. Wilkins begins by estimating that the number of students in our schools and universities taking French is 275,000, those taking Spanish number 200,000, those taking Italian, 2,000. Mr. Wilkins would like to see even greater numbers electing French, but would rejoice to see the disparity between the other two languages reduced. "I deplore the increasing tumefaction of the study of Spanish in this country," he says, and proceeds to suggest the proper surgical treatment for an aggravated case. He would deprive students of some of their rights of free election. Deans charged with the duty of enrolling students should constantly favor anaemic Italian courses and bleed the all-too-plethoric classes in Spanish. It is well to study Spanish for commercial reasons, he thinks, but only in avowedly commercial courses. The reviewer shares Mr. Wilkins' lukewarmness with regard to commercial Spanish, but disagrees with his colleague's low estimate of Spanish culture. It is true that Italy's contribution to civilization has been greater than that of Spain; but the genius of Italy has found its best expression in music and art rather than in literature. It may even be true that "no sane critic who knows the several European literatures would rank Spanish literature with Italian or with French in universal value," though the sanest critics are chary of attempting to determine absolute superiority when treating of things unlike in kind. No two literatures are more unlike than those of Italy and Spain. No two better supplement one another. Each is strong where the other is weak. Italian literature is relatively weak in balladry and the popular epic, the novel, and the drama, the three genres which appeal most to our students. Spanish literature is relatively weak in lyric poetry, criticism and philosophy. Dante and Cervantes offset one another. Both would be included in a list of the world's twelve greatest authors. Italian has a longer list of great poets; Spanish, more distinguished novelists. One seeks artistry in Italian literature; one turns to the Spanish for homely realism, humor and romance. Spanish is naïve, Italian sophisticated. When dealing with literatures so opposite, it is futile to argue that the one is better than the other. *De gustibus non disputandum*. Nor is any useful purpose served by an attempt to exalt one subject by belittling another. Both languages should be studied, and by large numbers.

Mr. Wilkins finds Italian literature pervaded by a "mellowness in human sympathy that we have not yet attained." If I am not mistaken, this quality is even more characteristic of the Spanish than of the Italian. Start Dante on the topic of Florence, and what becomes of his "mellowness"? Whereas Cervantes was never so good-tempered as when recalling his misfortunes. One of the chief reasons why Spanish is so popular with our students is that they appreciate this same "mellowness of human sympathy," (though they might prefer to call it humor), a quality which few great works of Spanish literature lack. One finds it in full measure in the three great masterpieces of Spanish literature: *El libro de buen amor*, *the Celestina*, and *Don Quijote*; and few are the recent works which do not strike a similar note.

Mr. Wilkins strives to prove that Italian is a more favored subject in England than Spanish. He quotes figures provided by the Universities of Oxford and Cambridge, showing that in the years 1913 and 1914 there were four graduates in Italian and two in Spanish and 126 in French. Italian is therefore 200% more popular than Spanish in England! One is surprised that the Italian tradition so ably maintained at Oxford by Moore and Toynbee has produced so little fruit. But these figures are not very illuminating. Few students go to Oxford and Cambridge for work in "moderns." And is it adequate to produce figures to show that only slight interest is taken in Spanish by Englishmen, when no mention is made of the work being accomplished at London by Fitzmaurice-Kelly? The University of London is the center of Spanish studies in England, and next to London stand Liverpool, Leeds, and the other great municipal universities. Furthermore Mr. Wilkins says nothing of the trend toward Spanish which has developed in England since the war began. There is no mention made of the founding of many new chairs of Spanish, nor of the fact that far more instruction is provided in the subject than was the case during the years mentioned. One would like fresher and more inclusive statistics. These would probably show that if we were to emulate English methods, as Mr. Wilkins seems to suggest, we should study more Spanish, rather than less. In Canada, too, where Italian was so long preferred to Spanish, the trend is all away from the former to the latter. In conclusion it should be said that few romance scholars will disagree with Mr. Wilkins' main contention that Italian is all too little appreciated in this country. Let us do everything legitimate to encourage its development. But Spanish teachers can hardly agree that an artificial restriction of their subject will result in an enthusiasm for things Italian. Mr. Wilkins insists that he loves Spanish literature; that he is not attacking a subject but an excess. The distinction is somewhat too subtle to be easily apprehended.) S. M. Waxman, *The Cultural Value of Spanish*. (A very able paper. A protest against the utilitarian trend. "The direct method is an excellent one on paper, but an utter, dismal failure in this country from a practical point of view." Teachers' agencies guide the destinies of our teachers to too great an extent, and school and college officials seem to think that anybody with a general linguistic training is capable of giving instruction in Spanish, hence an economic loss to the community and the discrediting of our subject. Spanish is not easy. It requires years to master the language. Too much is made of the commercial argument.) R. K. Hack, *The Position of Cultural Studies in Schools and Colleges*. R. H. Fife, *The New National Federation*.

The Modern Language Journal, III, 3, Dec.—O. W. Johnston, *University Training of the High School Teacher of Modern Foreign Languages*. C. C. Clarke, *The Phonograph in Modern Language Teaching*. ("The true success of the speech record is in teaching pronunciation, and nothing else should be asked of it.")

4, Jan.—J. Van Horne, *Reading Material Used in College During the Past Five Years in First and Second Year French Classes*. (The relative

popularity of French Texts.) C. H. Handschin, *Individual Differences and Supervised Study*. O. C. Russell, *The Pronunciation of Spanish "R."* (A valuable article, illustrated with charts.) W. A. Nitze reviews H. D. Palmer's *The Scientific Study and Teaching of Languages*, New York, 1917.

5, Feb.—J. Van Horne, *Reading Texts Used During the Past Five Years in First and Second Year College Spanish*. (Material on the number of pages read during these years. A slight decrease is noted. The relative popularity of text-books. Our two best sellers are *El capitán Veneno* and *El sí de las niñas*.)

6, March—O. H. Moore, *Italian in the High Schools*.

7, April—R. H. Fife, *A National Federation of Modern Language Teachers. Proposed Constitution of the National Federation of Modern Language Teachers*. C. A. Krause, *A Few Suggestions for First-year Spanish and French*; (Is it good pedagogy in first-year work to spend time to bring out these similarities?)

8, May—J. C. Weigel, *The Acquisition of a Vocabulary*. E. S. Ingraham reviews Van Horne's *Tres comedias por Benavente*; also Burnet's *El sí de las niñas por Fernández de Moratín*.

The University of Toronto Monthly, Language Study Number, XIX, 6, June—Peter Sandiford, *Fundamental Problems in Modern Language Teaching*. (The direct method is older than people think. In the teaching of Latin it antedates the grammatical method. Mediaeval students learned their Latin by ear, as a living tongue. There were no grammars worthy of the name. But it may be objected that good Latinity was non-existent in Europe during the Middle Ages. It is significant that the good Latinity of the Renaissance was coincident with the appearance of good grammars.) John Squair, *French in the Educational System of Ontario*. John Macnaughton, *How about the Humanities?* M. A. Buchanan, *A Revival of Interest in Italian and the New Position of Spanish*. (The founding of new chairs in Italian and Spanish in English universities. The enormous development of Spanish studies in Ontario. Spanish is taking the place of German, and is on an equal plane with French. The debt of European literatures to Spanish realism. "But for Spain, the world might still be mooning in romantic, highly idealized, mediaeval fiction, or insipid pastoral romances." To illustrate the difference, the first few lines of Sidney's *Arcadia* are compared with the opening passage of *Don Quijote*. To be quite fair we should admit that numerous parallels to Sidney's "mooning" are to be found in Spanish literature. Sidney was influenced by Montemayor. But it is certainly true that Spain's reaction against this sort of thing was stronger than that of any other country.)

El Panorama para Estudiantes de Español. (Five numbers of this little leaflet have appeared. It is edited by Messrs. Arthur G. Merrill and Juan A. Meana of the Francis W. Parker School, Chicago. It contains easy readings, well annotated, and much material for oral work. There are numerous attractive illustrations. Teachers of Spanish will find *El Panorama* very useful.)

The School Review, XXVII, 1, Jan.—H. C. Morrison, *The Supervision of High School Teaching*.

2, Feb.—*Directed Study*.

3, March—R. A. Kent, *University Preparation of Teachers for High Schools*.

5,—W. R. Hirsch, *Advantage of the Double-Six Organization*.

Les langues modernes, XVI, 3, July-Sept.—C. Pitollet, *A propos de l'influence française dans l'Amérique du Sud*.

4, Oct.—Ch. Garnier, *Rapprochement universitaire*.

XVII, 1, Jan.-March—A. Koszel, *La "Modern Language Research Association."*

Revue de l'enseignement des langues vivantes, XXXVI, 1, Jan.—(Contains a report of the French Minister of Public Instruction upon Spanish studies, Spanish is now taught in 30 out of 110 lycées. More attention is paid to the subject in the south of France. A chaire magistrale has been established in Spanish.)

2, Feb.—C. Pitollet, *Mort d'Egidio Gorra*.

3, March—C. Pitollet, *Le monument Pérez Galdós à Madrid*.

4, April—Madeleine Fabin, *L'avenir de nos relations intellectuelles avec l'Amérique*. M. S., *Les étudiantes françaises d'Amérique*.

Bulletin of High Points, I, 1, New Series. (This journal now concerns itself with all subjects taught in the New York High Schools. Mr. L. A. Wilkins continues as editor. While the publication has in many ways improved, the very broadening of its scope makes it of less interest for our specific field than formerly.) F. A. Rexford, *Farm Service of High School Students*. J. P. Haney, *What Supervision Seeks to do in the Art Department*.

2, Feb.—J. S. Roberts, *The Junior High School*. L. A. Wilkins, *Testing for Ability to Learn a Foreign Language*. (After four weeks, students manifestly unfit for language work should be transferred to alternative courses, but the percentage of those thus transferred should not exceed 15%. Sample tests by which fitness may be determined.)

4, April—L. Kaplan, *The General Organization of the DeWitt Clinton High School*. M. A. Luria, *Teaching the Spanish Subjunctive and the Object Pronouns*. (How these subjects may be taught by a synopsis method.) *Educational Notes: Report of a meeting of the Modern Language Section of the High School Teachers' Association*. *Realia in Spanish* (Of interest to Spanish teachers.)

5, May—Frederick Martin, *Defects of Speech*. Mary G. Hall, *The New High School Library and Its Possibilities*. *High Points: Use of Maps in Foreign Language Classes*. *High School Students of Spanish in Business*. *Correlating Spanish and Stenography*. (In a sixth-term class students have little difficulty in taking down Spanish dictation in shorthand.) *Weekly Tests in Modern Languages*.

6, June—Abram Lipsky, *Testing for Ability to Learn a Foreign Language*.

The Modern Language Bulletin of Philadelphia, I, 3, Jan.—Margaret D. Leiper, *The Marking of Papers*. (One formal examination a term sufficient.) Benjamin Reibstein, *The Aim of Modern Language in the High School*. (A person with a well rounded education should have had instruction in language, history, science, mathematics, and art, the five great departments of human knowledge. "The ends to be obtained in the study of a language are to be able to read, write and speak it, and to know the literature, history and social customs of the people speaking the language. If we omit any of these aims, we are not getting the full benefit of the language we are studying." But not everything can be gained in a high school course. The author thinks that first importance should be accorded to reading, second to composition. In the high school course he thinks that history, literature, social customs, conversation, etc., should be treated incidentally, with no special hour or course devoted to them.) *Class-Room Helps—Una Conversación*. (A sample of how students may be made to compose their own Spanish conversation exercises.)

4, March—*The Choice of a Language*. (The claims of French are presented by W. W. Comfort; those of Spanish by R. H. Keniston; those of Latin by W. B. McDaniel.) Emma Haevernick, *The Cultural Value of Spanish*. Rena Rother, *The Anecdote in Beginning Courses*.

5, May—Lora A. Marsh, *Foreign Language Elections*. (An investigation into the reasons which lead high school students to choose a given language. Fifty-five per cent took Spanish for its commercial advantages. One pupil declared "French is for society, and as I have no hopes of entering society, I choose Spanish.")

SCIENTIFIC JOURNALS

Modern Philology, XVI, 11, March—Vicente García de Diego, *Formas regresivas españolas*.

Modern Language Notes, XXXIV, 3, March—E. S. Ingraham reviews Carolina Marcial Dorado's *España Pintoresca* and *Primeras Lecciones de Español*.

5, May—C. P. Wagner, *A propòs of fondo en*.

6—E. Buceta, *Two Spanish Ballads Translated by Southey*. Vicente García de Diego, *Sobre el Español "calavera"*. (A very plausible etymology.)

The Modern Language Review, XIX, 1, Jan.—E. H. Tuttle, *Notes on Romanic-Speech History*.

2, April—B. Sanín Cano, *Spanish 'ch.'* (The disputed question as to whether 'ch' represents one or two sounds was solved by reversing a phonograph record. 'Ch' appears to represent two distinct sounds.) V. García de Diego, *Sobre el castellano "majada"*.

Publications of the Modern Language Association of America, XXXIV, 1, March—J. Van Horne, *The Influence of Conservatism on the Art of Pereda*. Karl Young, *A New Version of the 'Peregrinus'*.

Romanic Review, X, 1, Jan.-March—J. T. Medina, *El Lauso de la Galatea de Cervantes es Ercilla*. (Not altogether convincing.) P. A. Means reviews Javier Prado y Ugarteche's *El genio de la lengua y de la literatura castellana y sus caracteres en la historia intelectual del Perú*, Lima, 1918.

The American Historical Review, XXIV, 2, Jan.—W. R. Shepherd reviews W. S. Robertson's *Rise of the Spanish-American Republics as Told in the Lives of Their Liberators*.

The Journal of American History, XII, 1—J. H. Manning, *Cuba, Our Ally*.

3, April—Luis Marino Pérez reviews two publications of the Cortes society, both published in New York, 1917: *Narrative of Some Things of New Spain and of the Great City of Temestitan, Mexico, written by the Anonymous Conqueror, a companion of Hernán Cortes*, translated by M. H. Saville, and *An Account of the conquest of Peru, written by Pedro Sancho, secretary to Pizarro*, translated by P. A. Means. Also I. A. Wright's *The Early History of Cuna, 1492-1586*, New York, 1916.

The Southwestern Historical Quarterly, XXII, 3, Jan.—H. Davenport and J. K. Wells, *The First Europeans in Texas, 1528-1536, II*. (An important study on Cabeza de Vaca.) W. C. Bunkley, *The last Stage of Texan Military Operations against Mexico, 1843*. E. C. Barker, *Minutes of the Ayuntamiento of San Felipe de Austin, 1828-1832*.

3, April—J. F. Rippey, *Mexican Projects of the Confederacy*. C. E. Chapman, *The Literature of California History*. E. C. Barker, *Minutes of the Ayuntamiento of San Felipe de Austin, 1828-1832*.

The Catholic Historical Review, V, 1, April—Anon., *Ecclesiastical Jurisdiction in the Spanish Colonies*. H. E. Bolton, *Father Excobai's Relation of the Oñate Expedition to California*. Z. Engelhardt, *Interrogatorio y respuestas of Fr. José Señán*. H. I. Priestley, *The Pedro Fages MS. on California*.

Revue des Traditions Populaires, XXXIII, July-Aug.—S. Trébucq, *Contes Basques*. R. A. Laval, *Contes chiliens*.

The Journal of American Folk-Lore, XXXI, 121, July-Sept.—J. Alden Mason, *Porto-Rican Folk-Lore. Décimas, Christmas Carols, Nursery Rhymes, and other Songs*. (The material edited by A. M. Espinosa.)

122, Oct.-Dec.—Adrián Recimos, *Cuentos Populares de Guatemala*. (A number of Pedro de Urdemalas stories and other material.) E. M. Gómez Maillifert, *Supersticiones de la región de San Juan Teotihuacán*. A. Recimos, *Adivinanzas recogidas en México*. G. Gamio, *Leyenda y canción recogidas en México*. A. M. Espinosa, *All Souls' Day at Zuñi Acoma and Laguna*. P. S. Pauer, *Folk-Tales from Mexico—El lagarto*.

Bulletin Hispanique, XX, 2, April-June—P. Paris, *Exploration archéologique de Bolonia (province de Cadix)*. G. Cirot reviews A. Paz y Melia's

El Cronista Alonso de Palencia. Su vida y sus obras; sus Décadas y las Crónicas Contemporáneas; ilustraciones de las Décadas y notas varias, Hispanic Society of America, Madrid, 1914.

3, July-Sept.—George Bousor, *Les villes antiques du détroit de Gibraltar*. G. Cirot, *Appendices à la chronique latine des rois de Castille jusqu'en 1236*. G. Cirot reviews R. Menéndez Pidal's *Cancionero de romances impreso en Amberes sin año*, Madrid, 1916.

XXI, 1, Jan.-March—G. Cirot, *A propos d'une édition récente de la chronique d'Alphonse III*. F. Valls-Taberner, *Relacions familiars i polítiques entre Jaume el Conqueridor i Alfons el Savi*. A. Morel-Fatio, *Camille Gutiérrez de los Ríos*. G. Cirot reviews Gustave Reynier's, *Le Roman réaliste au xviiiè siècle*, Paris, 1914. H. Mérimée reviews *Jardinillos de San Isidro. El Isidro, poema castellano de Lope de Vega Carpio*, Madrid, 1918.

Revista de Filología Española, V, 3—R. Menéndez Pidal, *Sobre las vocales ibéricas e y o en los nombres toponímicos*. Américo Castro, *Alusiones a Micaela Luján en les obras de Lope de Vega*. A. Reyes, *Las diligencias de Paravicino*. Gómez Ocerín, *El príncipe de Esquilache*. (Inedited verse and a letter.) The reviews of works on Cervantes which appeared during the centennial year end in this number. Gómez Ocerín reviews A. Bonilla y San Martín's *Entremeses de Cervantes*, Madrid, 1916. F. J. Sánchez Cantón reviews eight works on the supposed portrait of Cervantes. A. Reyes, *Reseña de estudios gongorismos* (1913-1918).

V, 4—C. Michaëlis de Vasconcellos, *Nótulas sobre cantares e vilhancicos peninsulares e a respeito de Juan del Encina*. T. Navarro Tomás, *Diferencias de duración entre los consonantes españoles*. A. Morel Fatio, *Le Marquis de Marignan*. (A note to an allusion in Cervantes' *La Entremetida*.) R. Menéndez Pidal replies to Mr. Morley's review of his article on the *Roncesvalles*. A. Castro, *Datos para la vida de Lope de Vega*. (Deals with the poetic joust in Toledo, 1608, and Lope's relations with the house of Alba. The discovery of a receipt, signed by Lope, shows that he was serving the Duke of Alba in 1591.) A. Castro reviews Foulché-Delbosc's edition of Quevedo's *La vida del Buscón*, New York, 1917. A. Castro reviews Rosenberg's edition of Armendáriz's *Comedia famosa de Las Burlas Veras*, Philadelphia, 1917. A. P. G. reviews the *Índice de la España Sagrada*, Madrid, 1914.

Classical Philology, XIV, 1, Jan.—C. D. Buck, *Words for 'Battle,' 'War,' 'Army,' and 'Soldier.'* (Much material for the Romance scholar.) E. B. Lease, *The Number Three, Mysterious, Mystic, Magic*.

Zeitschrift für Romanische Philologie, XXXVIII, 6, 1917—A. L. Stiefel reviews Rosenberg's *Las Burlas Veras, comedia famosa de Lope de Vega Carpio*, Philadelphia, 1912. (Stiefel is not convinced of Lope's authorship.) P. de Múgica reviews Rodríguez Marín's *Don Quijote*, Clásicos castellanos edition. A. Hämel reviews the contents of the *Bulletin Hispanique*, Vol. XII, 1910.

XXXIX, 2—L. Pfandl, *Die Comedia Florisea von 1551*. (Bonilla—RH, XXVII, 398—printed this play from the edition of 1553, stating that the variants in the princeps, Munich, 1551, are without importance. Pfandl prints these variants, showing that they are both numerous and important.) A. Hämel reviews Vol. XIII of the BH.

3—W. Meyer-Lübke, *Zur Wortgeschichte. Prov., kat., ptg. arrancar*. T. Braune, *Prov. grim, fr. Grime, grimer, grimoire, grimaud, sp, ptg., prov. grima*.

5—M. L. Wagner, *Mexikanisches Rotwelsch*. (A study of the slang of Mexico City.) L. Spitzer, *Span. de soslayo*.

Revue des Langues Romanes, LX, I-III, Jan.-July—P. S. reviews Castro and Onís' *Fueros leoneses*; also *La serrana de la vera* (edited by the Señores Menéndez Pidal); also N. A. Cortés' *Casos cervantinos que tocan a Valladolid*. G. Millardet reviews E. H. Tuttle's *The Romanic Vowel-System*—MPH., XI, 3; also O. J. Tallgren's *Glanures catalanes et hispano-romanes*, Helsingfors, 1911-14; also José Gabriel's *Gramática ideológica: nueva oración activa*, *Nosotros*, IV, 94. Gabriel holds that the *se* in *se alquila casas* is a subject. Hence such locutions are representative of the active, not the passive, voice. The reviewer decides that both method and conclusion are unsound.)

IV-VI.—García de Diego, *Sobre el castellano Chaparrón*. C. Pitoulet reviews various works on Spanish-French war relations.

The Bibliographical Society News-Sheet, March—Henry Thomas, *The Output of Books in Spain in the Sixteenth Century*. (The author estimates that during this century there were printed no less than 10,000 editions of Spanish works, on Spanish soil alone. Haebler records 800 for the previous century.)

Revista de Archivos, XXII, Sept.-Dec.—Pío Ballesteros, *Alfonso X de Castilla y la corona de Alemania*, ctd. G. Vázquez Núñez, *El padre Francisco Zumel, general de la Merced y catedrático de Salamanca (1540-1607)*, ctd. V. González de la Calle, *Algunas notas complementarias acerca de las ideas morales del padre Juan de Mariana*.

XXIII, Jan.-March—Justo Cuervo, *Fr. Luis de Granada, verdadero y único autor del "Libro de la oración,"* ctd. Cristóbal Espejo, *La renta de salinas hasta la muerte de Felipe II*, ctd. V. González de la Calle, ditto ctd. C. C. A. reviews Ramón de Alós y de Dou's *Los catálogos lulianos*, Barcelona, 1918. (An important bibliographical study.) R. de A. reviews Angel González Palencia's *Índice de la España Sagrada*, Madrid, 1918. J. F. V. S. reviews M. de Oliveira's *La evolución histórica de la América latina*, Madrid, n. d.

The Hispanic American Historical Review, II, 1, Feb.—P. A. Means, *The Rebellion of Tupac-Amura, II, 1780-1781*. C. L. Chandler, *United States Merchant Ships in the Río de la Plata (1801-1809), as shown by Early Newspapers*. T. de Booy, *on the Possibility of Determining the First Land-*

fall of Columbus by Archaeological Research. J. A. Robertson, *The English Attack on Cartagena in 1741.* W. L. Schurz reviews J. A. Zalun's *The Quest of El Dorado*, New York, 1917. C. K. Jones, *Hispano-Americana in the Library of Congress.*

2, May.—T. Esquivel Obregón, *Factors in the Historical Evolution of Mexico.* C. H. Haring, *Ledgers of the Royal Treasurers in Spanish America in the Sixteenth Century.* H. E. Bolton, *The Iturbide Revolution in the Californias.* H. I. Priestley, *Mexican Literature on the Recent Revolution.* C. K. Jones, *Bibliography of the Mexican Revolution.* J. A. Robertson reviews M. Segundo Sánchez's *Anuario Bibliográfico de Venezuela, 1916*, Caracas, 1917. Ditto reviews J. Bautista de LaValle's *El Perú y la Gran Guerra*, Lima, 1919. Ditto reviews E. L. C. Morse's *Spanish-American Life. A Reader for Students of Modern Spanish*, Chicago, 1917. In the *Notes and Comment* department there is a full statement of the courses in the history of Hispanic America given in universities and colleges of the United States.

Revue Hispanique, XLIII, 104, Aug.—*Romances de Puerto Rico, publicados por A. M. Espinosa.* (Mr. Espinosa has edited the material collected by J. Alden Mason of the Field Museum of Natural History, Chicago. This material is very similar to what has been gathered elsewhere in the Spanish American territory.) G. Desdèvises du Dezert, *Les missions des Mojos et des Chiquitos de 1767 à 1808. Tres piezas cidianas. Publicalas Alfonso Serrano.* (An auto, a mogiganga, and a pasillo, all anonymous.) *Poésies attribuées à Fray Luis de León, réimprimées par A. Leforestier.* A. Reyes, *Cuestiones gongorinas. Sobre el texto de las Lecciones Solemnnes de Pellicer.* B. Francesch Mulet, *Secret de peixcar tellines y traza de agafar rates. Comedia publiée par Lluís Serra y Riera.* R. Isnard, *Anciens instruments de musique.* A. H. Harrison, *Boquirrubio, II*, U. A., *A propos de sonnets attribués à Francisco de Figueroa, II.* H. Peseux-Richard, *Edad de Março.* (Explanation of a difficult passage in Part II, ch. 8 of Quevedo's *Buscón*.)

105, Oct.—Pero Mexia, *Historia de Carlos Quinto, publiée por J. Deloffre.* (The official chronicle of this reign.)

Boletín de la real academia española, V, 25—Miguel de Toro y Gisbert, *¿Conocemos el texto verdadero de las comedias de Calderón?*, ctd. (The first edition of the *tercera parte*. The 1674 edition of the *cuarta parte*.) E. Cotarelo, *Dramáticos españoles del siglo XVII: Don Antonio Coello y Ochoa.* (In my article on *Los Yerrores de naturaleza y aciertos de la fortuna, a comedia written jointly by Coello and Calderón*, I pointed out for the first time the close relationship between this play and *La vida es sueño*, *Romanic Review*, Vol. I. Oct.-Dec., 1910. I stated then that it was impossible to decide on existing evidence which of these plays preceded the other. Later, Farinelli, in *La vita è sogno*, was positive in his conviction that *La vida es sueño* was written first. Now Cotarelo maintains the opposite opinion, saying that Calderón would frequently rewrite, singly, a work first

undertaken in collaboration. He thinks that *La vida es sueño* is a reworking of *Los yerros de naturaleza*. Cotarelo is unaware of what Farinelli has written on the subject and knows only the title of my article. I am still convinced that the question of priority has not yet been determined.) Gaspar Remiro, *Los manuscritos rabínicos de la Biblioteca Nacional*. F. Rodríguez Marín, *Nuevos datos para las biografías de algunos escritos españoles de los siglos XVI y XVII*, ctd. José Almany, *De la derivación y composición de las palabras en la lengua castellana*, ctd. J. Alenda, *Catálogo de autos sacramentales historiales y alegóricos*, ctd.

VI, 26—Miguel de Toro y Gisbert—¿*Conocemos el texto verdadero de las comedias de Calderón?* ctd. (Comedias sueltas of Calderón in the National Library of Paris.) Daniel Granada, *El Americanismo en los vocabularios español y portugués*. N. Alonso Cortés, *El teatro de Valladolid*, ctd. F. Rodríguez Marín, *Nuevos datos para las biografías de algunos escritores españoles de los siglos XVI y XVII*, ctd. J. Almany, *De la derivación y composición de las palabras en la lengua castellana*, ctd.

La Paravla, I, 1—(This journal is the official organ of the Barcelona Escola Municipal de Sords-Muts, but will contain phonetic material of interest to philologists.) Germana Raig, *Comentaris a un fonograma*, P. Barnils, *De fonètica general*.

POPULAR JOURNALS

The North American Review, Feb.—V. Blasco Ibáñez, *The Curse of Spain*. (An account of the cacique system.)

The Stratford Journal, IV, 1, Jan.—J. L. Pérez, *Boutje the Silent*. M. Joaquín Lorente, *An Expert in Graphology*.

2, Feb.—Mariano Alarcón, *Sons of Adam*.

5, May—Blasco Ibáñez Number—Isaac Goldberg, *Blasco Ibáñez, the Man and His Work*. Blasco Ibáñez, *The Abandoned Boat*, translated by I. Goldberg.

The Bookman, March—Irving Ormond, *Mexico's New Poets*.

Quarterly Review, 459, April—Edward Armstrong, *The Empire of Spain*. Sir George Douglas, *The Plays of the Brothers Álvarez Quintero*.

The Living Age, June 21—S. de Madariaga, *Spain in Transition*.

The World's Work, May—W. Gates, *The Four Governments of Mexico*. Yucatan—*An Experiment in Syndicalism*.

June—W. Gates, *The Four Governments of Mexico*. Carranza—"Constitutionalist." George MacAdam, *Life of Gen. Pershing—The Punitive Expedition into Mexico*.

Journal de l'Université des Annales, XII, 22, Nov.—V. Blasco Ibáñez, *L'ame nouvelle de l'Amérique latine*.

La Lectura, XIX, 217, Jan.—J. R. Lombaz Pedraja, *Mariano José de Larra (Fígaro) como crítico literario*.

219, March—Ditto, ctd.

220, April—Adolfo Posada, *Pedro Dorado*. Luis Bello, *Las ideas de Costa*.

Cuba Contemporánea, XIX, 73, Jan.—F. García Calderón, *El testamento occidental*. J. C. Zamora, *Política internacional americana*.

74, Feb.—F. García Godoy, *El renanismo de Rodó*. Lucíaño de Acevedo, *Los poetas de Cuba juzgado por un norteamericano* (a review of Coester's *The Literary History of Spanish America*). J. C. Zamora, *Política internacional americana*.

75, March—R. Blanco-Fombona, *La revolución de independencia argentina: Las ideas filosóficas*. P. Henríquez Ureña, *La obra de Juan Ramón Jiménez*. Willy de Blanck, *Wilson—Cuba*. Raúl de Cárdenas, *La política de los Estados Unidos en el continente americano*. Julián del Casal, *Una poesía de Casal vertida al inglés (La Perla)*.

76, April—Raúl de Cárdenas, *La política de los Estados Unidos en el continente americano*.

77, May—Max Henríquez Ureña, *Al congreso y al pueblo de los Estados Unidos* (a plea in behalf of Santo Domingo). J. Conangla-Fontanilles, *Cataluña y su voluntad*. A Hernández Catá, *Figuras del Romancero: Alvar Fáñez Minaya*.

78, June—M. F. Cestero, *Unidad espiritual y material de las Américas hispana y anglosajona*. J. C. Zamora, *Política internacional americana*.

Helios, I, 1, July, 1918—Millé y Giménez, "*Quevedo y Avellaneda*." (Interesting points of similarity between the *Buscón*, the *Crotalón*, and the pseudo-*Quijote*. The author wisely considers these mere coincidences.) J. Cajador y Frauca, *Realismo y naturalismo*. (From Vol. VIII of the *Historia de la lengua y literatura castellana*.)

2, Aug.—Francisco Romero, *Eça Queiroz*. J. Millé Giménez, *Un soneto interesante para las biografías de Lope y de Quevedo*. (A very scholarly study of the sonnet beginning: *Vos de Pisuergra nuevamente Amphriso*, written between 1596 and 1602, and dedicated to Quevedo. Lope probably visited Cádiz between these years.) R. Ruiz López, *El paisaje en el Quijote*. (The long description of scenery is lacking, but Cervantes often displays a marked power of evoking a landscape by a happy choice of significant details.)

3, Sept.—J. E. Guastavino, *Wilson*. (A laudatory appreciation of the President.) E. Quesada, *El ideal universitario*. (The university should impart disinterested, scientific culture first of all, and should make utilitarian aims subordinate to its ideal strivings.)

4, Oct.—M. Leguizamón, *Sarmiento esbozado por sí mismo*. M. Domínguez, *Rafael Barret*. J. Cajador y Frauca, *Menéndez y Pelayo*. (From Vol. IX of the *Historia*.)

5, Nov.—J. García Gutiérrez, *Un apóstol de los indios en el siglo XVI, El venerable padre Juan González*.

Bulletin of the Pan-American Union, Oct.—W. A. Reid, *Asunción, Paraguay's Interesting Capital*. B. L. Miller, *Coal Resources of the Americas*. E. Albes, *Paraguay's Oil of Petit Grain*. Anon., *Inter-American Commerce—Before and After the War*.

Nov.—B. J. Pérez Verdín, *Vera Cruz, the Foremost Port of Mexico*. J. A. H. Clark, *The Chilean Nitrate Industry*. P. A. Means, *Inca Institutions: Yesterday and Today*. Georgiana King, *Early Churches of Spain* (Segovia).

Dec.—Dantes Bellegard, *Haiti and Its People*. B. L. Miller, *Wonders of American Mining*. W. C. Wells, *Latin-American Trade—A Comparative Survey*. Georgiana King, *Early Churches of Spain* (Avila). Anon., *Reconstruction of Guatemala*.

Jan.—J. de Siquiera Coutinho, *Inauguration Day in Brazil*. P. A. Means, *Contemporary Intellectual Life in the Andean Countries*. F. W. Goding, *General Joseph Villamil*. Anon., *Peanuts in the Americas*. Anon., *Latin-American Foreign Trade in 1917—General Survey*. B. G. Barros, *Two Great Illustrators of Don Quijote in America*.

Feb.—S. P. Verner, *Panama—Past, Present, and Future*. W. C. Wells, *Exporting to Latin America*. Anon., *Teaching Portuguese in the United States*.

March—J. de Siquiera Coutinho, *Glimpses of Brazil and Its River Cities*. Anon., *The First Centennial of the Congress of Angostura*. W. C. Wells, *Exporting to Latin America*. Anon., *Brazilian Government Students in the United States*. J. M. Coronado, *Coal and Oil in Colombia*.

April—M. F. Anzala Samper, *Bogotá, the Athens of South America*. Oliveira Lima, *Impressions of Harvard University*. W. C. Wells, *Exporting to Latin America*.

Inter-America, II, 3, Feb.—Ruy Barbosa, *Brazil in the Hour of Victory*. J. E. Rueda, *Pan-Americanism: Its Political and Economic Aspects*. E. J. Arce, *Early Presentments Regarding the Existence of a Western World*. Jiménez Herrera, *An Historic Day: February 27, 1844*. Jacinto Capella, *Long Life to Don Quijote*. Héctor Díaz Leguizamón, *Brazilian Diplomacy and the War*.

4, April—C. M. Bonet, *Don Quijote and Sancho in America*. Anon., *Chile's Tribute to the Allied Nations*. J. A. Campos, *Two Ecuadorian Sketches*. Ricardo Rojas, *Reflections Upon Argentine Literature*. Gonzalo París, *The Young Writers of Colombia*. Alberto Insúa, *Spanish-American Literature as Judged by a Spanish Writer*.

5, June—Jesús Semprum, *The New Men and the Old World*. E. A. Morales, *The Panama Canal and the League of Nations*. R. Montero Bustamante, *Bruno Mauricio de Zabala, the Founder of Montevideo*. Javier Prado, *The New Era and the Historical Destiny of the United States*. Ricardo Rojas, *The Mysterious Alkaloid* (a novela). Anon., *William Lane in Paraguay*. R. Blanco-Fombona, *The Struggle for Independence in Argentina: Philosophical Ideas*.

GEORGE T. NORTHUP

UNIVERSITY OF CHICAGO

IV. BIBLIOGRAPHICAL NOTES

Our present bibliographical list is very largely composed of Spanish-American titles, and a very interesting list it is. In accord with our policy announced some time ago, we are listing, regardless of the date of publication, all books concerning Spanish-American literature that come to hand. As previously explained, the reason for this is the extreme difficulty of securing accurate bibliographical information concerning works published in South and Central America or by Spanish Americans in Europe. As our lists are always made up from books that are actually in hand, they will at least be free from the inaccuracies that must always appear in titles quoted from other lists.

It will be noted that a considerable number of our titles are volumes of a series entitled "La Cultura Argentina," a series under the general editorship of the distinguished Argentinian philosopher, José Ingenieros. This is an exceedingly valuable collection of the leading works of the great characters who have made Argentinian culture. On some later occasion we shall attempt to give an analysis of the entire set, which already includes some sixty volumes and is still in course of publication.

All our colleges and large high schools should possess the *Obras Completas* of Barros Arana, whose eleven volumes are a kind of encyclopedia of things South American, as will be seen in the following brief analysis of the titles of the separate works: Volumes I and II are devoted to the *Historia de América*, under such subheadings as *América Indígena*, *Descubrimiento i Conquista*, *La Colonia*, *La Revolución*; Volume III contains *Retórica i Poética*; while Volume IV presents *Nociones de Historia Literaria* subdivided into *Tiempos Antiguos*, *Edad Media*, *Tiempos Modernos*; and Volume V is a *Manual de Composición Literaria*. The rest of the work is the part that will perhaps be of most interest and use, since Volume VII contains *Estudios Históricos* and Volumes VI, VIII, IX, X, and XI are given over to *Estudios Histórico-Bibliográficos*.

South American literature suffered a very severe loss last year in the death of the well-known polygraph, Carlos Octavio Bunge, who was one of the outstanding figures of the Argentinian delegation to the Second Pan-American Scientific Congress. José Ingenieros, his friend and companion on that mission, has already included in the series "La Cultura Argentina" one of Bunge's most important works, *Nuestra América (Ensayo de Psicología social)*. To this volume, which contains the definitive text of the work, Ingenieros has written a long introduction concerning the life and works of the author. Ingenieros himself is the author of a work on a kindred subject, *Sociología Argentina*, which has recently appeared in its seventh edition. It is a very keen study of the evolution of Argentinian society.

The book by Alberto María Carreño, *Joyas Literarias del Siglo XVII encontradas en México*, which was published in Mexico in 1915, has taken a long time to find its way across the border. It contains, nevertheless, some very valuable material. Among other things, it discusses the authorship of

the celebrated sonnet, "No me mueve, mi Dios, para quererte." Whether one agrees with his conclusion that the author was Fr. Miguel de Guevara or not, and the arguments are very strong, the work none the less contains a lot of very valuable information.

From the West Indies there are several works of interest, such as Chacón y Calvo's several studies, *Los Orígenes de la Poesía en Cuba*, *Gertrudis Gómez de Avellaneda (Influencias Castellanas)*, *José María Heredia, Vida Universitaria de Heredia*, and *Cervantes y el Romancero*; José de Diego's *Nuevas Campañas* (with its discussions concerning the independence of Porto Rico, the union of the Antilles, and Ibero-American solidarity); Zayas y Alfonso's *Lexicografía Antillana* (which will be invaluable to our future American lexicographers).

Although it lies a little bit outside our field, I believe that all our teachers of Spanish will be glad to read the Spanish translation of a recent book, *El Genio Latino y el Mundo Moderno*, by the great Italian historian, Guglielmo Ferrero. It is a very keen study of the development of Latin genius from ancient times to our day and its reaction to modern conditions, including the great world war.

The Uruguayan author who writes under the pen name of Lauxar (and whose identity I have not yet discovered) has just given us a detailed study concerning the personality and literary work of Carlos Reyles, the great Uruguayan naturalist.

From Argentina we have the first volume of what will be an important series of works concerning the history of the administration of justice throughout Hispano-America. This volume, *La Magistratura Indiana*, by *Enrique Ruiz Guiñazú*, contains a historical sketch of the *Reales Audiencias*, together with chapters on Legislation and Caste, Judges of Inferior Courts, Attorneys and Colonial Justice. No one should be misled by the title and think that this book is a dry technical legal discussion. The history of the Spanish administration of Justice in the Americas is intensely interesting. This is true also of Quesada's *Historia Diplomática Latino-Americana*.

The two volumes that we have listed of Guillermo Matta's *Poesías* form the edition that he caused to be printed while he was in Madrid, during his temporary enforced residence abroad.

JOHN D. FITZ-GERALD

UNIVERSITY OF ILLINOIS

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JOHN D. FITZ-GERALD

UNIVERSITY OF ILLINOIS

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The secretary-treasurer has received several inquiries concerning a pin for the members of the association. Such a pin would have a design like that of the seal of the association which appears on the cover of HISPANIA. In order to get bids from a manufacturing jeweler, it will be necessary to know the approximate number who would buy such a pin, and the price members would be willing to pay. Those who are interested will please communicate with the secretary-treasurer.

DR. ALFRED COESTER,
110 East 184th Street, New York City.

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Of HISPANIA, published six times a year at Stanford University, California, for April 1, 1919.

STATE OF CALIFORNIA }
COUNTY OF SANTA CLARA } ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Aurelio M. Espinosa, who, having been duly sworn according to law, deposes and says that he is the editor and publisher of the HISPANIA, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:

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[SEAL]

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